

KENTUCKY DEPARTMENT OF EDUCATION



ACCOUNTABILITY WORK GROUP

TOPIC SUMMARY

WORK GROUP: Opportunity and Access

MEETING DATE: August 4, 2016

KDE LEAD(S): Karen Kidwell- facilitator

NOTE TAKER: Leann Pickerill

CHAIR(S): Owens Saylor, Christy Rogers

ADVISORY GROUP MEMBERS PRESENT:

Jennifer Chaplin	Craig Herald	Stephanie Smith
Opal Dawson	Barry Lee	Sheila Wicker
Sonia Fullwood	Tammy Newcome	Candace Young
Scott Harper	Chrystal Rowland	
Stephanie Harris	Owens Saylor	

KDE STAFF PRESENT:

Kathie Anderson	Leann Pickerill	
Karen Kidwell		

Agenda Item: Reviewing the current system as it relates to the individual work group

Welcome and Introductions- Owens Saylor/Karen Kidwell

Karen Kidwell shared information about Dr. Pruitt's vision for Kentucky students.

1. Keep it all about our Commonwealth and our students.
2. Let's think about not just a score but a dashboard.
3. What are things that we lift up that may not be scored but is a component of the school reporting.
4. Focused on easy to understand.
5. Clearly focused on what is best for kids.
6. Think about how we may incentivize collaboration.
 - Examples:
 - Certified teachers in content areas.
 - Course and class offerings.
 - Course assignment
 - Are students able to experience different types of clubs, learning, etc.?

Brief Summary of Discussion/Action:

Key Questions/Concerns/Follow-up Necessary:

- Review Charge of Opportunity and Access work Group
 - Context of other working groups
 - Karen Kidwell reviewed the other works group names and tasks assigned to each workgroup.

- **Framework for discussion topics**

- Karen Kidwell discussed that recommendations from the opportunity and access work group would be shared with other work groups as needed when other groups are needed to weigh in on opportunity and access work-groups.

Agenda Item: Definitions of opportunity and access

- Review notes from July meeting
 - What did participants walk away with as a result of the meeting?
 - How does opportunity and access fit in the larger context of the accountability system?
 - How can the accountability system be individualized to the student level?
 - How do we get away from the gaming of the system?
 - How do we limit competition and increase collaboration among districts?
 - What can schools do to support students that may be struggling learners or that may be missing opportunities?
 - How do we ensure that students participating in advanced coursework mirror the district population?
 - KEES money is an important factor in college attendance.
 - The opportunity and access workgroup is foundational to all the work that all groups are completing.
 - Determine operational definitions of opportunity and access
 - The “opportunity gap” as the key factor in the “achievement gap”

Agenda Item: Opportunity/access indicators

Group discussed possible “look” of the accountability dashboard:

- Templates (yes/no) and possibly add percentage.
- Could the dashboard be linked to the CSIP? CDIP?
- Searchable database for students that highlight areas of interest/concern.
- Not only the star rating, but also the comments related to programming.
- Star Rating- Give comments related to the star rating. Based on the star rating, (who) could search and track (what) to promote collaboration and conversation.
- Recommended to adopt a definition of equitable access and opportunity to accompany the dashboard.

Other comments related to the accountability dashboard or measuring equitable access.

There are concerns about equitable access to information and how we determine access and opportunity at the different grade levels. (Divide up elementary, middle, and high school)

Are SBDM members making the best decisions for school districts? How are SBDMs educated to best meet the needs of students and to meet all student?

Are prerequisite requirements blocking schedules to keep students out of courses?

Are children that have capacities being adequately served?

The group must be able to embrace the perspectives of the group. We must focus on school climate and culture to ensure that students feel safe and feel that they have a place in advanced coursework. Rhetoric is used in education that can be damaging to student aspiration.

% of minorities on faculty and staff was discussed and shared as an area for possible reporting. Students should see people like themselves in positions of power. Students should also be able to hear stories about individuals like themselves that are in positions of power.

Hiring practices- more teacher candidates, teacher candidates of color, retention of great teachers.

- **Review of literature/research findings on opportunity/access indicators for non-tested grades/subjects**
 - Articles reviewed by the group:
- Access (<http://edglossary.org/achievement-gap/>)
- Opportunity Gap (<http://edglossary.org/at-risk/>)
- Equity of Opportunity (<http://ed.gov/equity>)
- Leveling the Playing Field (<http://chance.amstat.org/2015/11/playing-field/>)
- The Wealthy Kids are Alright (<http://prospect.org/article/wealthy-kids-are-all-right>)
- Interview with the Level Playing Field Institute (<https://modelviewculture.com/pieces/interview-with-the-level-playing-field-institute>)
- How States can Advance Deeper Learning for All (<http://www.nasbe.org/education-leader/how-states-can-advance-deeper-learning-for-all/>)
 - Workgroup member reflections on articles presented:
 - Equitable treatment of all student groups.
 - Access without support is not an opportunity.
 - Opportunity and access without appropriate mindset of providers is a waste of time.
 - What messaging are kids hearing in the lower grade levels that influence their performance in higher grade levels?

- Could we look at access and opportunity in the lower grade levels [with an eye] to advanced coursework?
- Are all children in the school district receiving a curriculum aligned to a rigorous standards?
- Opportunity gap is focused on inputs rather than outputs.
- Schools cannot completely control learning and environment prior to preschool; however schools can control inputs in some ways by an influence on learning and environment prior to preschool by working with community partners.
- What interventions can be provided to prevent students getting behind, and ensure that students can be “caught up” if they are behind in skills/content?
- What is a guaranteed viable curriculum and how can it be ensured?

The workgroup spent time generating **possible** inputs/outputs and potential measures for determination of reportable items.

Academic Input Indicators	ES	MS	HS
% of all students enrolled in all highest level coursework-disaggregated by subgroups		X	X
Do prerequisites exist for enrollment in highest level course		X	X
District partnerships to provide innovative programming for students (sharing of resources and supports.)	X	X	X
Certified specialized, Dedicated, Teacher for Art, Music, PE/Health, World Language, Librarian, EL, Gifted,	X	X	X
Students guaranteed full access to classes/courses in Arts, Music, Health/PE, CTE, (they are not routinely pulled from courses for particular interventions or prohibited from taking a course because of that)	Exposure to	Exploration of	Emphasis on
Financial Literacy coursework is available	X	X	X
Collaboration/partnerships developed to enable teachers to improve practice that results in student achievement.	X	X	X

Academic Output Indicators	ES	MS	HS
# of students completing AP testing vs. # of students passing AP test (disaggregated by subgroup)		X	X
Presence of a full-time guidance counselor within the school building.	X	X	X
% of all students taking advanced coursework learning qualifying disaggregated by subgroups	X	X	X
% or number of students participating in an internship with business /community (disaggregated by student group)	X	X	X
% of teacher turnover	X	X	X
Professional Learning Plan produces evidence of success.	X	X	X

Policies exist that provide ALL students access to Advanced/Rigorous courses (school and district policies).	X	X	X
Virtual courses/classes are Available and “advertised” as options for all students.	X	X	X
Non-Academic Input Indicators	ES	MS	HS
Presence of partnerships that support learning needs of at-risk students.	X	X	X
Service learning expectation- for ALL- opportunities exist; % of students participating	X	X	X
Level of facility funding	X	X	X
Transportation: Preschool; afterschool; community transportation agreement; daycare pickup; during school enrichment opportunities; collaboration with other districts to expand services	X	X	X
Access to health services/partnerships with health departments	X	X	X
Consider linking to School Safety report	X	X	X
A formal routine, ongoing mechanism for students’ voices to impact school policies/decisions- student voices are valued.	X	X	X
District partnerships to provide innovative programming for students (sharing of resources and supports.)	X	X	X
All students have opportunity to learn/apply workplace skills, financial literacy, careers skills, “life skills”	X	X	X
Parent accessibility to classrooms during the day.	X	X	X
Designed family engagement/learning plan	X	X	X
Non-Academic Output Indicators	ES	MS	HS
Percentage of parents engaged in family engagement/learning/student conferences.	X	X	X
Student voice used in school improvement planning	X	X	X
Parents report feeling welcomed and valued in meeting student needs (essential and in partnership with school).	X	X	X
Next Steps:			
<ul style="list-style-type: none"> • Next meeting August 18, Hardin County EC3 Center 10am-5 pm ET • Additional information on ESSA and the KDE Town Hall meetings 			
Brief Summary of Discussion/Action:			
Key Questions/Concerns/Follow-up Necessary:			
Questions to pursue:			
Future meeting dates:			
Next meetings:			

- August 18th in **Next meeting August 18, Hardin County EC3 Center 10am-5 pm ET**
- September 8th in Lexington CKEC Training Center